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ABSTRACT

The "LNR" Program was established at J. F. Ingram State Technical College as an individualized reading program for low-level and nonreaders (LNRs) who are incarcerated at one of four prisons in central Alabama. The program combined the following instructional methods: individual work, group work, instructor/student interaction, lecture, and computer lab. The program was divided into six centers designed to help students develop and maintain a functional reading level of 6.0: decoding, vocabulary building, comprehension development, dictionary usage, reference, and filling out applications and giving and taking directions. The program was evaluated by a three-member evaluation team. The first appendix to this report contains lists of materials and equipment used at each of the six skills centers along with a list of objectives and evaluation criteria addressed at each center. Other appendixes include demographic information on the program participants, a sample personal data sheet, a test review form, and a student check list. (MN)

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ED268371

REPORT
JULY 1984 - JUNE 1985
ADULT BASIC EDUCATION READING CENTER
310 PROJECT
LOW-LEVEL AND NON-READER PROGRAM
"L N R"

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SPECIAL DEMONSTRATION PROJECT

"L N R"
ABSTRACT

Project Number
SP-83-101

The proposed Individualized Reading Program for Low-Level and Non-Readers, entitled "LNR" is designed to provide individualized Reading Prescriptions which will increase the reading proficiency of each student. The program will be devoted to the understanding and implementation of basic reading skills and two hour sessions of reading lab per week.

The services provided by LNR will be taught, using individualized instruction; in fact, "tutoring" each individual student. This method must be utilized in most of the LNR program services. Each student will begin his/her training at the point where there is a real need or weakness. This point will be determined by a diagnostic test, a written paragraph, individual interview, questions, teacher observation, or by a combination of several of the above means. Thus, there may be twenty different levels of work proceeding in one class at the same time. The Individualized LNR Program will require much initial preparation in diagnostic testing and/or evaluation and in selecting instructional (programmed) materials and/or preparing teacher-made materials suitable for each trainee. Through these services, each student's reading proficiency will increase by a minimum of 2.0 grade levels.

Program Objective

The goal of the program was to increase the participant's reading proficiency levels' by a minimum of two grade levels per academic year.

To achieve the proposed goal, the LNR project employed the following objectives;

1. To build vocabulary through word analysis
2. To learn to interpret through units of increasing size (phrasing, sentences, paragraphs, etc.)
3. To locate answers to specific questions (factual)
4. To locate the main idea when stated and unstated
5. To note and recall ideas
6. To grasp the sequence of events
7. To follow directions and fill out applications
8. To decode and pronounce words with understanding.

History

In 1982, J. F. Ingram State Technical College, after considerable study of the student population's learning abilities and needs, established through the Department of Adult Basic Education, the Low-Level and Non-Reader program ("LNR"). Its purpose is to identify and increase the reading proficiency skills level of the students to a level of 6.0 and above or a minimum of two grade levels.

This report will focus on the "LNR" program, housed on the main campus of J. F. Ingram State Technical College in Deatsville, Alabama.

Population

The participants of this program are all incarcerated in one of the four Central Alabama prisons. (Draper, Staton, Staton Annex, and Frank Lee Youth Center) They are extremely low educational achievers and early school drop-outs from poor family backgrounds. They were usually slow learners (special ed.) while in school and had no educational values or goals.

"LNR" students require much individualized attention and work in class. It is a continuing job to keep these students motivated toward self-improvement. "LNR" students have been categorized as low-achievers with little hope of a successful future.

Program's Approaches and Methods of Teaching

Students are referred to the reading lab by related instructors based on The Test of Adult Basic Education (TABE) results and instructor's observation.

Upon entering the lab, the student is diagnosed using the Maryland, Baltimore County Design for ABE Learners (BCD Test) to determine his readability level and to locate his weaknesses. The assessment test determines the student's placement in the program. The test covers the six areas which the program is designed to address.

Students work on the assigned work with peer tutors, in groups, or with the instructor only. This program provides 100%-plus individualized instruction to its students.

The methods used to teach each activity are determined by the student's assessed needs. These methods are:

1. Individual Work (Lab)-- The students work

with preplanned audio-visual equipment and materials are based on his assessed needs.

2. Group work--The students work in groups using games and other materials needed to complete a given or assigned lesson. The students are divided into small groups according to reading level and/or assigned lesson.
3. Instructor/student interaction--The instructor works with the student on a one-on-one basis.
4. Lecture--The entire class comes together and works as a group to relate what they have learned to the other members of the class under the instructor's supervision. The instructor usually asks questions, explains problems, and gives explanations and information about materials/lessons.
5. Computer lab--Students reading on a level of 3.0 or better are given the opportunity to do one 10- to 15-minute lesson daily on reading comprehension. The student's progress is recorded daily and reported to the LNR lab.

THE PROGRAM

The program is divided into six centers to develop and maintain a functional reading level of 6.0. These centers are (1) the decoding skills center; (2) the vocabulary building skills center; (3) the comprehension developmental skills center; (4) the dictionary usage skills center; (5) the reference skills center; and (6) the application and direction skills center. (See Appendix for material, equipment, test, and method of evaluation.)

The Decoding Skills Center

The decoding skills center is designed to instruct students on decoding and reading words with understanding. It provides the basics for reading and comprehension.

Students in this center are instructed on decoding, enunciation (articulation of words) and reading words. Students are introduced to instructional reading while building self-confidence in oral reading. It is the basis for speedy progress within the program and/or trade.

The Comprehension Developmental Skills Center

This center provides the student with information needed to increase his/her comprehension skills and retention. It is very closely monitored to correct the misinterpretation of information and to increase progress and performance.

Students are instructed on how to extract requested information from reading assignments. They are shown how to summarize what they read in writing and oral interpretation.

In summarizing, they learn to examine and store needed information for future reference.

The Vocabulary Building Skills Center

The vocabulary building skills center is designed to increase the student's vocabulary.

In this center, students learn to separate words into syllables (based on the five principles of word division-- "Barnell Loft" Word Recognition Program) and to pronounce them based on the decoding principles taught in "LNR". They then learn to correctly use the newly learned words in sentences.

Students are instructed on how to obtain word meanings based on context. This center intertwines with the dictionary usage center.

The Dictionary Usage Center

This center provides methods of obtaining information for usage from a dictionary. It instructs students on the different ways a word may be defined (the different meanings). Students are acquainted with the different usage of words in sentences and conversation.

The many features of the dictionary are discussed and studied. Students begin to develop respect for the dictionary, rather than fear, thus using it more often.

Reference Skills Center

This center provides students with the basic techniques for gathering information from books, maps, files, etc.

This center provides techniques, organization and arrangement of information.

Application and Direction Skills Center

Students are instructed on the correct procedures for filling out applications. They become acquainted with the techniques of giving and taking directions in written and oral form.

Students develop the skills of written and oral communication through means of direction.

Team Evaluation

The program was evaluated by a three (3) person evaluation team and a written report was submitted.

SUMMARY

The Project "Low-Level" Non-Reader (LNR), designed to increase the reading proficiency of each participant through individualized reading prescriptions, employed and open entrance/open exit admission policy. This allowed the participant to be admitted to the program at any period of a given quarter and exit the program once the project's objectives were completed (Participant grade level increasing to the required proficiency). Once the participant's reading proficiency was determined adequate (6.0 grade level) he was mainstreamed into the advanced reading class.

Participants for the project were identified through the Adult Basic Education program by the following method. Students entering the Adult Basic Education program are assessed with the test of Adult Basic Education (TABE). Those students who score below 5.0 on the TABE, level E Reading test are referred to the reading lab for further diagnosing. Once interviewed by the reading lab staff and tested with the BCD Test (Maryland/Baltimore County Design for Adult Basic Education, the students are placed in the remediation project if needed.

The reading instructor, from assessments made, writes each participant a prescription based on need. During the course of remediation, the Prescriptive Reading Inventory (PRI) is administered and the student achievement is compared with the criterion or standard of performance. The criterion referenced test assess the student's mastery of the instructional objectives sought by the project. It also identifies specific strengths and needs which allows for prescribing instructional interventions. Students are constantly evaluated by test designed for each of the six skill centers (see appendix) and is retested with the test of Adult Basic Education (TABE) at the completion of the project objectives.

APPENDIX

Appendix 1

CENTER	MATERIALS/EQUIPMENT	OBJECTIVE/METHOD OF EVALUATION
I. Decoding Skills	Books: (1) "Learning to Read With Phonics (1)" (2) "A Word Recognition Program: Book A-D" (3) "Basic Education: Reading Book I" Others: (1) Worksheets (2) Several teacher made test (3) Cassettes (4) Dictionary Equipment: (1) Cassettes Players (2) California Card Reader (3) Transparent Projector	Students completing this course will be able to pass a written and oral test with 80% accuracy. Method of Evaluation: (1) Oral test (2) Written test
II. Comprehension Developmental Skills Center	Books: (1) "EDL: Reading Strategies" (4-books) (2) "EDL: Language Clues" (4-books) (3) Basic Education: Reading (Book I-II) (4) "Capitalization and Punctuation" (5) "Write & Read-DA" (6) "Guided Reading Study Guide-CRL-Critical Reading And Listening Skills"	Students will be able to read and answer questions about the material with 85% accuracy on a written exam.

Appendix 1A

	(7) "Instructional/communicational technology" Other: (1) Computer Lab (2) Short Stories (3) Worksheet (4) Reading Plays	Evaluation: (1) Teacher made test (2) TABE (3) Oral reading
III. Vocabulary Building	Books: (1) "Spell it Out" (2) "World of Vocabulary" (3) Dictionary Others: (1) "The Spelling Box" (Elem-Int) (2) Several teach-made cassettes on phonics (3) Worksheets	Students will be able to identify words in and out of context on a written exam with 75% accuracy. Evaluation: (1) Written Test
IV. Dictionary Usage	Books: "Webster's New Collegiate Dictionary" Others: Worksheets	Student will learn to use a dictionary and be able to pass a written exam with 80% accuracy. Evaluation: (1) Written Test

Appendix 1B

V. Reference Skills (1) Table of Content (2) Index (3) Alphabetical Order	Books: "Webster's New Collegiate Dictionary" Others: Worksheets	Student will learn to use a dictionary and be able to pass a written exam with 80% accuracy. Evaluation: Written Test
VI. Application & Direction	Books: (1) "Barnell Loft, LTP Special Skills" (2) "Full Speed Ahead" Others: Worksheet	Students will be able to fill out an application, and take and give directions, on a written exam with 90% accuracy. Evaluation: (1) Written test (2) Application

Appendix 2

Demographic Information Age distribution of participants:

Age	Number
16 - 18	39
19 - 25	62
26 - 35	25
36 & over	4

CHART I

This chart shows the progress in relations to time spent in class and gains achieved.

Time in Program	Number Students	Per-cent	Number Students	Per-cent	Number Students	Total No. Served	Total Percent
Gains	1 - .9		1.0-1.9		2.0 Above		
1 - 6 Months	37	28%	16	12%	9	62	48%
7 - 11 Months	17	13%	12	10%	10	39	30%
1 Yr. or More	4	3%	14	11%	11	29	22%
	58	44%	42	33%	30	130	100%

Appendix 3

PERSONAL DATA SHEET

Date:

NAME	last	first	middle
------	------	-------	--------

Date of Birth _____ Age _____
month date year

AIS # _____

SHOP _____ REFERRED BY _____ Instructor _____

INSTITUTION _____

INSTITUTIONAL ADDRESS

HOME ADDRESS _____

EDUCATION:

GRADE COMPLETED: _____ Regular or special ed. (circle one)

TABE SCORE : Reading _____

Vocabulary _____

READABILITY TEST

State your personal goal: _____

TABE TEST RESULT'S REVIEW

Student's Name _____ Level _____

VOCABULARY

(check if work is needed)

Recognizing Orally Presented words _____

Initial Sounds _____

Middle and Final Sounds _____

Gross Differences _____

Recognizing Words in Context _____

Recall of Synonym _____

COMPREHENSION

Using Reference Skills _____

Alphabetical Order _____

Table of Contents _____

Index _____

Recalling Facts _____

Understanding Main Ideas _____

Making Inferences _____

Work Assignment: _____

Date: _____

Review Comments: _____

Showing signs of progress _____
yes or no

NAME _____ SHOP _____ DATE _____ READING LEVEL _____

AGE _____ GRADE COMPLETE _____

DATE	SCORE	ACTIVITIES
		CONSONANT SOUNDS TEST B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z
		VOWEL SOUNDS TEST LONG (SAY LETTERS) <u>A</u> <u>E</u> <u>I</u> <u>O</u> <u>U</u> AND SOMETIMES <u>Y</u> SHORT (SAY SOUNDS) <u>ă</u> <u>ĕ</u> <u>ĭ</u> <u>ô</u> <u>ŭ</u> <u>ă</u> <u>ô</u> <u>ĭ</u> <u>ă</u> <u>ŭ</u> <u>ĕ</u> <u>ĭ</u> <u>ô</u> <u>ĕ</u> <u>ă</u> <u>ô</u> <u>ĭ</u> <u>ă</u> <u>ŭ</u> Y SAYS ____ IN BABY AND ____ IN SKY
		SOUND FAMILIES (LESSONS 2 - 5) TEST -AB -AN -AY -ELL -IS -IX -OT -OSS -AD -AP -E -ED -IM -ICK -OB -OG -ACK -ASS -EN -EG -IP -IG -OCK -Ô -AG -AT -ET -IT -ISS -ON -OM -AM -AX -ESS -ILL -ISS -ECK -IN -OP -OX
		SOUND FAMILIES (LESSONS 6-10) TEST -UCK -UM -UN -UG -UB -US -UP -UT -UB -USS -ULL -ALL -AIL -AID -ARE -ALE -AME -AR -ARK -APT -ARM -ASE -ANK -ANT -ASK -AST -ARD -ASTE -ANG -ALK -AMP -AW -AND -ASS -ACE -AIN -ALT -ATE -AVE -ASH -AKE -ADE -AIR -AY ANCE BL- -ANGE -APGE -AGE TH- CH- SH- SM- SP- ST- TR- GR- GU- PL- BR- CL- DR- FL- GL- FR- PR- SC- SH- STR-
		SOUND FAMILIES (LESSONS 11-15) TEST -EE -EED -EEK -EEL -EM -EN -EET -EEN -EEP -END -ENT -EST -ESS -EPT -EW -ELD -ELT -EA -EAP -EAT -EAR -EACH -EAD -EAD -EAL -EAST -EAK -EAK -EAM -EAN -IND -ISH -ICK -IGHT -INK -IFE -ILE -INE -IKE -IE -Y -YE KN- SW- WH- THP- QU- SL- SCR- CR- SOU- CR- SK-
		SOUND FAMILIES (LESSON 16 - 20) TEST -ING -ICE -IP -IVE -IVE -IST -IME -IRE -IDE -IELD -ŌW -ŌW -OWN -OUND -OUR -OUT -OCK -OLD -OILD -OUGHT -ONG -OOM -OON -OOD -OOK -OOL -OP -OKE -ŌME -ŌME -OAT -OTE -OOT -ŌVE -ŌVE -OVE -OOR -ONE -OPE -ORE -ŌSE -ŌSE -OY -OR- -OP- -UMP -URSE -URE -ULE -UST -UNT -UE -ULT -UR- TW- WR- SPP- CHR- SCH-
		ARRANGEMENT OF WORDS IN SYLLABLES 1. IDENTIFY VOWELS IN WORDS 2. IDENTIFY VOWEL SOUNDS 3. IDENTIFY SOUND FAMILIES 4. DIVIDE WORD INTO SYLLABLES.
		PUNCTUATION USAGE 1. PERIOD 2. QUESTION MARK 3. EXCLAMATION MARK 4. COMMA 5. APOSTROPHE
		CAPITALIZATION 1. BEGINNING SENTENCES AND PROPER NAMES (PEOPLE, PLACES, OR NAMES OF THINGS)

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		DICTIONARY USAGE 1. PUNCTUATION 2. DEFINITIONS 3. PRONUNCIATION
		COMPREHENSION SKILLS: READING STRATEGIES 1. MAIN IDEA () () () AVERAGE SCORE _____ 2. MAKING INFERENCE AND DRAWING CONCLUSION GRADES () () () A.S. _____ 3. READING FOR CAUSE AND EFFECT: GRADES () () () A.S. _____ 4. READING FOR FANTASY AND REALITY: GRADES () () () A.S. _____ 5. UNDERSTANDING CHARACTER AND INTERPRETING FEELING: GRADES () () () A.S. _____ 6. READING FOR SEQUENCE OF EVENTS: GRADES () () () A.S. _____ 7. READING FOR FACT AND OPINION: GRADES () () () A.S. _____ 8. READING FOR INFORMATION AND AUTHOR'S MESSAGE: GRADE () () () A.S. _____

COMMENTS:

GRADE LEVEL:

TRANSFERRED TO:

Date Transferred

TO THE STUDENT:

1. DID YOU ENJOY THE CLASS?
2. DO YOU FEEL THAT YOUR READING SKILLS HAVE IMPROVED?
3. DO YOU KNOW YOUR CONSONANT AND THEIR SOUNDS?
4. DO YOU KNOW AND UNDERSTAND THE VOWELS AND THEIR SOUNDS?
5. DO YOU THINK THIS PROGRAM WILL HELP OTHER STUDENTS TO IMPROVE THEIR READING SKILLS?
6. DO YOU FEEL YOUR INSTRUCTOR SPENT ENOUGH TIME WITH YOU AND OTHER CLASS MEMBER?
7. DO YOU FEEL MORE EQUIPMENT IS NEEDED IN THE READING LAB?
8. WHAT DO YOU FEEL CAN BE ADDED TO THE PROGRAM TO MAKE IT BETTER?
9. DID YOU ENJOY YOUR INSTRUCTOR?
10. DO YOU HAVE ANY COMMENTS TO MAKE ON THE PROGRAM?

STUDENT'S CHECK LIST

Name _____

DIRECTIONS: Check items that student understand in each center.
Date items that student complete with date of completion.

I. DECODING SKILLS CENTER

_____ No problems in this center

- _____ 1. Consonant sounds(oral)
- _____ 2. Beginning and ending consonant sounds (written test)
- _____ 3. Vowel sounds oral test (short)
- _____ 4. Vowel sounds written test (short)
- _____ 5. Vowel sounds oral test (long)
- _____ 6. Vowel sounds written test (long)
- _____ 7. Sound families
 - Lessons 2-5 _____
 - Lessons 6-10 _____
 - Lessons 11-15 _____
 - Lessons 16-20 _____
- _____ 8. Syllables
 - Word division test _____
 - Identifying of vowel sounds in words _____
 - Understanding syllable rules _____
- _____ 9. Vowel rules
 - Short _____
 - Long _____

II. COMPREHENSION DEVELOPMENTAL SKILLS CENTER

_____ No problems in this center

_____ Need to increase reading speed

- _____ Main idea
- _____ Reading for facts and opinions
- _____ Drawing conclusion
- _____ Making Reference
- _____ Reading for cause and effect
- _____ Reading for fantasy and reality
- _____ understanding character and interpreting feeling
- _____ Reading for sequence of events
- _____ Reading for information and author's message

III. REFERENCE SKILLS CENTER

_____ No problems in this center

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Appendix 5A

- _____ 1. Using an index
- _____ 2. Using a table of content
- _____ 3. Using an encyclopedia
- _____ 4. Placing words in alphabetical order
- _____ 5. General filing

IV. APPLICATION AND DIRECTION SKILLS CENTER

_____ No problems in this area

- _____ 1. Fill out an application for work
- _____ 2. Fill out a general credit application
- _____ 3. Follow written directions
- _____ 4. Follow oral directions
- _____ 5. Reading and understanding schedules
- _____ 6. Reading and understanding maps
- _____ 7. Reading and understanding graphs

V. DICTIONARY USAGE

_____ No problems in this area

- _____ 1. Understanding the use of guide words
- _____ 2. Being able to use the dictionary to correct spelling
- _____ 3. Being able to use the dictionary to pronounce words
- _____ 4. Being able to use the dictionary to locate word meanings
- _____ 5. Abbreviation
- _____ 6. Plurals and verb endings
- _____ 7. Prefixes and suffixes

VI. THE VOCABULARY BUILDING SKILLS CENTER (ALL)

- A. Know words
 - _____ 1. spelling
 - _____ 2. definition
 - _____ 3. use words in a sentence
- B. Sentence construction
 - _____ 1. Punctuation
 - _____ 2. Subject/verb agreement
 - _____ 3. Complete thought

NOTE: Each center have pre-planned assignment sheets for each items. The student is given a sheet to complete the work need to increase his reading proficiency level.

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